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ABSTRACT

This publication contains abstracts of all doctoral research studies which were planned and supervised in the adult education area of Syracuse University between 1958 and 1979. The 22 dissertations examine the following topics: (1) characteristics of adult college students; (2) development of liberal adult education activities in New York state; (3) adult education in state community colleges; (4) home economics information needs of county service organizations; (5) community college community services; (6) continuing legal education; (7) faculty attitudes toward continuing education; (8) relationships of learning orientation, nursing activity, and continuing education; (9) motivational factors of adult learners; (10) educational beliefs; (11) anxiety and self-actualization among nurses; (12) the learning style of mothers of young children; (13) paraprofessionals' work with low income families; (14) critical change among adults; (15) art programs for incarcerated adults; (16) community development groups; (17) reactions to factors under the control of a community college; (18) continuing education participation in Ethiopia; (19) Nigerian university adult education; (20) educational opportunity center functions; (21) alternative groups in south central New York; and (22) reading preferences of adult new readers. (FM)

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ED183168

Resources for Educators of Adults

Abstracts of Dissertations and Theses: Syracuse University Graduates in Adult Education

Alexander N. Charters

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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RESOURCES FOR EDUCATORS OF ADULTS

ABSTRACTS OF DISSERTATIONS AND THESES: SYRACUSE UNIVERSITY GRADUATES IN ADULT EDUCATION

Compiled by

Alexander N. Charters

(MS11)

SYRACUSE UNIVERSITY
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220 Huntington Hall
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CONTENTS

INTRODUCTION 1

1958 ADULT COLLEGE STUDENTS: AN ANALYSIS OF CERTAIN FACTORS RELATED TO THE CHARACTERISTICS OF STUDENTS ATTENDING A UNIVERSITY ADULT COLLEGE, by Alan Boyd Knox 3

1958 FACTORS RELATED TO THE DEVELOPMENT OF LIBERAL ADULT EDUCATION ACTIVITIES IN SELECTED PUBLIC SCHOOL SYSTEMS OF NEW YORK STATE, by Robert H. Snow 8

1966 ADULT EDUCATION IN SELECTED COMMUNITY COLLEGES OF STATE UNIVERSITY OF NEW YORK. Its Support and Control According to the Records and as Reported by College Officials, by Leonard Carlyon Schwartz 14

1966 A SURVEY OF HOME ECONOMICS INFORMATION DESIRED BY SELECTED WARREN COUNTY (NEW YORK) PUBLIC SERVICE ORGANIZATIONS, by Emilie Mary Stuhlmiller (Master of Science) 18

1967 A STUDY OF COMMUNITY SERVICES IN THE COMMUNITY COLLEGES OF STATE UNIVERSITY OF NEW YORK, by Armond Joseph Festine. 21

1968 A STUDY OF CONTINUING LEGAL EDUCATION OF ALLEGHENY COUNTY BAR ASSOCIATION MEMBERS, by Benjamin George Davis. 25

1969 FACULTY ATTITUDES TOWARD SELECTED ASPECTS OF A MULTIDIMENSIONAL UNIVERSITY CONTINUING EDUCATION COLLEGE, by Lee Porter 29

1972 THE RELATIONSHIPS OF LEARNING ORIENTATION, NURSING ACTIVITY AND CONTINUING EDUCATION, by Margaret Doe Sovie 33

1972 MOTIVATIONAL FACTORS OF ADULT LEARNERS IN A DIRECTED SELF-STUDY BACHELOR'S DEGREE PROGRAM, by Stanley Matthew Grabowski. 38

CONTENTS--(Continued)

1973 AN IDENTIFICATION OF BELIEFS THAT ARE OF IMPORTANCE TO PROFESSIONAL ADULT EDUCATORS, by James Joseph Carrig. 42

1973 ANXIETY AND SELF-ACTUALIZATION DEMONSTRATED BY ACUTE-CARE NURSES AND NON-ACUTE-CARE NURSES, by Jane Secor 46

1973 THE LEARNING STYLE OF MOTHERS OF YOUNG CHILDREN, by Patricia Mary Coolican 49

1974 EFFECTIVENESS OF PARAPROFESSIONALS IN WORKING WITH LOW INCOME FAMILIES: AN EXPERIMENTAL STUDY, by Bettie Lee Yerka 54

1974 CRITICAL CHANGE AMONG ADULTS--A CONCEPTUAL ANALYSIS BASED ON AN EXAMINATION OF "CULTURAL LITERACY" AND "ACHIEVEMENT MOTIVATION" (INCLUDING AN EXPERIMENT AMONG IMMIGRANTS), by William McLeod Rivera. 58

1975 THE ASSOCIATION BETWEEN PARTICIPATION IN AN ART PROGRAM AND CHANGE IN SELF CONCEPT WITH INCARCERATED ADULTS, by Thomas Anthony Jambro. 62

1976 DIFFERENCES AMONG THREE COMMUNITY DEVELOPMENT GROUPS AND THE RELATIONSHIP BETWEEN THE EXTENT OF LOCAL PARTICIPATION AND GOALS SET AND ACHIEVED, by Nehume Jemima Loague 65

1976 A COMPARISON BETWEEN REACTIONS OF ADULT AND TRADITIONAL STUDENTS TO FACTORS UNDER THE CONTROL OF A COMMUNITY COLLEGE, by Dorothy Lerch Kelly. 69

1977 SOME CHARACTERISTICS AND MOTIVATIONAL PATTERNS OF UNIVERSITY CONTINUING EDUCATION PARTICIPATION IN ETHIOPIA, by Abebe Ghedai 73

1977 THE NIGERIAN UNIVERSITY ADULT EDUCATION AND THE NIGERIAN NATIONAL DEVELOPMENT: THE OPINIONS OF FOUR SELECTED GROUPS, by Olaitan Obanewa. 78

CONTENTS--(Continued)

1979 AN EXAMINATION OF THE EDUCATIONAL OPPORTUNITY CENTER FUNCTIONING AS AN INFORMATION AND REFERRAL MECHANISM FOR THE CLIENTS, by Stephen Sipho McCube 82

1979 OBJECTIVES OF ALTERNATIVE GROUPS IN THE SOUTH CENTRAL TIER OF NEW YORK STATE: AN EXPLORATORY STUDY OF THE ALTERNATIVES MOVEMENT, by Austin James Budnick. 87

1979 READING PREFERENCES OF ADULT NEW READERS: FUNCTIONAL VERSUS RECREATIONAL READING, by Lynn Gilbert Lempel 92

INTRODUCTION

One of the major functions of a university department is to promote and to make original contribution to its academic discipline. What constitutes an original contribution can be variously defined. But there is no doubt that assisting adult students to develop into creative thinkers and conscientious researchers familiar with the process and the art of discovery in a broad sense forms part of such a contribution.

Since 1952, when it first came into existence, the Adult Education Area at Syracuse University has enjoyed the participation in the professionalizing and enriching of the field of opportunities by providing for the preparation of Educators of Adults and Continuing Education, and in Adult Education theory building.

A significant aspect of a graduate program is the dissertation. The learning experience of planning and conducting a research project is an important outcome. Another outcome is the product as a contribution to knowledge. The importance of each outcome is difficult to assess. Some contributors of the most important dissertations do not continue to produce. Likewise some of the contributors of passable dissertations continue to produce and with improvement of quality. In any case many of the dissertations never get known to the field. Accordingly, it was decided

to formalize the dissemination process by publishing the abstracts.

This publication contains approved abstracts of all doctoral research studies which were planned and supervised in the Adult Education Area of Syracuse University. Participants in the masters program may opt to write a thesis. One person has done so and the thesis is included.

All the Ph.D. and Ed.D. documents are in the microfilm collection of doctoral dissertations at University Microfilm International, 300 Zeeb Road, Ann Arbor, Michigan 48106. Microfilm and Xerox copies of the documents may be obtained from the above address.

The microfilm numbers appear on the top right-hand margin of the title-page. The absence of such a number means that the document has not yet been processed into the system at Ann Arbor.

The original dissertations, which are classified as non-circulation material, are located in the Syracuse University George Arents Research Library for Special Collections, on the sixth floor of Ernest Bird Library, on Waverly Avenue in Syracuse. Permission has been obtained from the authors to publish these abstracts. Microfilm copies are also available.

With a view to better presentation, the materials included have been retyped. The original title-pages bear the signatures of the Chairpersons of dissertation committees where the word 'approved' appears on the copies.

Mic. #587226

ADULT COLLEGE STUDENTS: AN ANALYSIS OF CERTAIN FACTORS RELATED TO THE CHARACTERISTICS OF STUDENTS ATTENDING A UNIVERSITY ADULT COLLEGE

by

ALAN BOYD KNOX
B.F.A., Syracuse University, 1952
M.F.A., Syracuse University, 1953
M.S., Syracuse University, 1955

DISSERTATION
Submitted in partial fulfillment of the requirements
for the degree of Doctor of Education in
Adult Education in the Graduate School
of Education of Syracuse University
June, 1958

Approved by A. N. Charters

Date May 29, 1958

ADULT COLLEGE STUDENTS: AN ANALYSIS OF CERTAIN FACTORS RELATED TO THE CHARACTERISTICS OF STUDENTS ATTENDING A UNIVERSITY ADULT COLLEGE

(L. C. Card No. Mic 58-7226)

Alan Boyd Knox, Ed.D.
Syracuse University, 1958

The purpose of this study was to determine the characteristics of adult students attending a university adult college.

In chapter one the problem was introduced by indicating the importance of additional information about adult college students, describing the nature of the adult college, presenting information about the adult student provided by previous research, and describing problems confronted by teacher, counselor and administrator due to inadequate information about adult students.

In chapters two and three the research design and populations were described. In this study the adult college population consisted of the group of adult students enrolled in the Syracuse program of University College, the adult education division of Syracuse University. All data were obtained during the second semester of 1955-56. Data were available for about 90 percent of the students. In order to obtain comparisons, the total adult college population was divided into sub-populations based on credit and degree status. The data describing the student were obtained from their personnel cards and from a questionnaire which they completed in their classes.

The adult college population was compared with the population of students residing in the metropolitan Syracuse area. The data describing the community population were obtained from the U.S. Census summaries for the county.

Chapters four through seven presented a description and comparison of the nature of the adult students in terms of personnel characteristics (such as age, family responsibility, and place of residence), occupational characteristics, reasons for attendance, and educational background activities and goals.

Chapter eight provided a summary of the study and suggested implications for program development and further research.

This study described sub-populations within the adult college and provided a possible method of clientele analysis. The findings were valuable because of the specific information obtained in the description and comparison of populations. The general findings were as follows.

1. Motivation - Three-quarters of the students selected a vocational reason for attending and one-quarter selected a cultural reason as their first choice. An increasing proportion of second and third choices were cultural.
2. Pattern of Attendance - Four-fifths of the students had attended the adult college in the previous year.
3. Level of Education - One-eighth of the students had completed no college courses and one-quarter had

completed a bachelors degree or more. Men and women students had the same amount of education.

4. Financial aid - Half of the students received financial aid for their education.
5. Life Roles - Older students tended to be married and have grown children, to have higher status occupations, to have more education, and more often to select cultural courses.
6. Academic status - A majority of the credit students were between twenty-five and thirty-four years while non-credit students were in general younger or older. Most of the students who were matriculated for a degree, attended for vocational reasons and attended regularly.
7. Status and Responsibility - A majority of the students were in the upper middle class in terms of status level of occupation and area of residence. Nearly all of the students were employed full time.
8. Sub-populations - This study provided a basis for the development of programs and administrative procedures appropriate for the sub-populations of students which were described.

Information about adult students which may be easily obtained in a clientele analysis was described in this inquiry. The use of periodic analyses could provide indices which could indicate change of student body under changing conditions. A

comparison of similar analyses in different institutions could identify common characteristics as compared with those which relate specifically to the nature of individual communities or programs.

Mic. #58-7243

FACTORS RELATED TO THE DEVELOPMENT OF LIBERAL ADULT EDUCATION ACTIVITIES IN SELECTED PUBLIC SCHOOL SYSTEMS OF NEW YORK STATE

by

Robert H. Snow
B. A., Syracuse University, 1934
M. A., Syracuse University, 1940

ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the Graduate Division of the School of Education, Syracuse University, June, 1958

Approved by A. N. Charters

Date May 19, 1958

Purpose

The primary purpose of the investigation was to identify distinctive elements in the organization and administration of public school adult education programs with a relatively high degree of emphasis upon liberal studies, rather than upon specific vocational training or manual skill activities.

Definitions

Adult education courses termed liberal in the study were those classified within two categories of the New York State adult education report form:

1. General Academic Education.
2. Civic and Public Affairs Education.

The quantitative measure of adult education program size used in the study consisted of the number of 40-minute class periods of adult instruction maintained annually by school district.

Program emphasis was measured in terms of the ratio between the number of class periods of instruction devoted to particular subject categories within the adult program and the total periods of instruction maintained.

The Research Design

The study was exploratory in nature. Paired groups of adult education programs were selected, representing extreme contrasts in program emphasis but equated on the basis of program size. The primary set of pairs consisted of programs

which were high and low, respectively, in emphasis upon liberal adult education. A secondary set of pairs was established for purposes of additional control. These programs were high and low, respectively, in emphasis upon art and craft activities. The adult education programs of 20 school districts were included in each of the 4 groups.

Fifty specific elements within the organization and administration of these adult education programs were examined. Relationships between these elements and characteristic forms of program emphasis were traced. The factors which appeared to be most closely associated with liberal emphasis in adult education programming were identified.

Procedures

The 1955-1956 adult education reports from all school districts in New York State (exclusive of New York City) which maintained adult programs during that year were reviewed. Measures of total program size and of program emphasis were computed for each district.

The paired groups of adult education programs to be studied were selected through the process of matching programs within size intervals and then drawing from extremes of distributions based upon program emphasis. All programs selected for study were drawn from those which included more than 2,000 periods of instruction during 1955-1956 and were therefore within the upper 29 percent of all school districts of New York State in terms of total adult education program size.

Consistency of program size and program emphasis during successive years was subsequently tested by examining 1956-1957 reports from the school districts represented within the sample groups and comparing programs of each district. Substantial evidence of program consistency during the 2-year period was established.

Certain items pertinent to the study which were available from official records and reports were then tabulated for each of the adult education programs under study.

A questionnaire was devised to secure additional information from directors of adult education in the school districts represented by the sample programs. Completed questionnaires were returned from all of the school districts.

An interview outline was developed and used in conducting interviews with directors of adult education in all of the school districts represented.

The data assembled by these various methods were tabulated and analyzed. Differences observed among the paired groups with respect to the factors under study were tested for significance by chi square and t-test.

Major Findings

Evidence obtained during the study strongly indicated a positive relationship between liberal emphasis in adult education programming and the following factors:

1. The wealth of a school district, in terms of true value of taxable real property.

2. The amount of money expended per day-school pupil enrolled in the district.
3. The rate of pay for teachers of adult classes.
4. The degree of administrative flexibility demonstrated in scheduling adult education classes.
5. The practice of maintaining cooperative relationships with other community agencies in conducting adult education activities.
6. The extent to which professional judgment was reflected in decisions regarding courses to be included in the adult education program.
7. The amount of administrative time allotted to adult education.
8. The adequacy of secretarial services for adult education.

The findings gave some indication of a positive relationship between liberal emphasis in adult education programming and the following factors:

1. Size of school district, in terms of pupils enrolled in day-school.
2. Location of the school district adjacent to a relatively large population center.
3. Educational level of adults residing in the school district.
4. Liberal orientation in the undergraduate training and the graduate specialization of the director of adult education.

5. The tendency of the director to affiliate with national adult education associations.
6. The practice of employing part-time adult education teachers who were not members of a day-school staff; the tendency to secure teachers from colleges and social agencies, and to require extensive qualifications of teachers.
7. The practice of forming advisory committees which included a high proportion of college graduates, with members selected primarily on the basis of their status in the community.
8. The tendency, on the part of school officials, to emphasize counseling services for adult students.
9. Confidence, on the part of the director of adult education, that Board of Education members were genuinely interested in maintaining adult services.
10. The tendency of the director of adult education to regard "new course development" as an important area of responsibility.

Findings with respect to a number of other factors considered were inconclusive.

Mic. #67-7118

ADULT EDUCATION IN SELECTED COMMUNITY COLLEGES OF STATE UNIVERSITY OF NEW YORK

Its Support and Control According to the Records and as Reported by College Officials

by

LEONARD CARLYON SCHWARTZ

B.A., Hillsdale College, Hillsdale, Michigan, 1929
M.A., State University at Albany, New York, 1934

ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education in Adult Education in the Graduate School of Syracuse University, June, 1966

Approved by A. N. Charters

Date 5-23-66

ABSTRACT

The purpose of the study was to investigate how selected community colleges of New York State have provided for the education of the adult part-time student, how the program has been supported financially, and how it has been controlled. Answers were sought for four questions:

1. What were the factors in the college which led to the establishment of evening programs for the adult part-time student?
2. What kind of evening college programs have been developed?
3. How have the costs of the evening program been met?
4. What are the differences in the support and control of the educational program for the part-time student as compared with the support and control of the educational program for the full-time student?

The community colleges were selected on a basis of offering late afternoon and evening programs for adult part-time students for at least three years and being located outside New York City. Thirteen colleges out of a total of twenty-eight qualified. They were located throughout the length and breadth of the state.

The campus of each selected college was visited at least once. On each campus, interviews were conducted with the president, academic deans, department heads or chairmen,

business managers and other officials to secure the data. Interviews were structured to provide for each of tabulation, comparison and analysis. A form for the recording of data was devised. Budgets, business records, board minutes, policy manuals, handbooks, college catalogs, and other promotional materials were examined for data.

The data from each college were collected and reported under four categories based on the four questions raised. The data for each of the four categories were summarized individually to provide comparisons and analyses.

Conclusions drawn from the study were:

1. Evening divisions in the selected community colleges were established primarily to satisfy community needs and demands. Other reasons were minor except for indications that a surplus was expected.
2. Programs developed within the evening divisions of these community colleges do not represent the result of serious conscientious study of the problems of continuing education of adults. The programs were, for the most part, a repetitious offering of the day program plus the addition of a small percentage of non-credit courses which received sufficient enrollment.
3. Evening program costs were met from tuition fees collected from evening students. In most of the colleges surpluses over evening operational costs were used within the total college budget.

4. Differences in support and control in the day and evening programs reflect, in no uncertain terms, the philosophy of adult education followed in the respective colleges. Current practices and procedures do not bring about an integration of the evening division within the college organizational structure. On the contrary, current procedures and practices encourage separation rather than integration. The pressure of an "enrollment economy" in operating an evening program geared to the college, causes the image of the evening division to be viewed as an income-producing "appendage" rather than an integral unit of the college, serving the adult part-time student.

A SURVEY OF HOME ECONOMICS INFORMATION DESIRED BY SELECTED WARREN COUNTY (NEW YORK) PUBLIC SERVICE ORGANIZATIONS

by

EMILIE MARY STUHLMILLER

B. S. (Home Economics), Cornell University, 1952

ABSTRACT OF THESIS

Submitted in partial fulfillment of the requirements for the degree of Master of Science in Adult Education in the Graduate Division of the School of Education at Syracuse University, January, 1966

Approved A. N. Charters

Date September 14, 1966

Ninety-four public service agencies and organizations in Warren County, New York, were studied to determine if these groups could be utilized as a means of disseminating home economics information from the Warren County Extension Service. The groups surveyed represented a broad variety of public service agencies and organizations. A schedule used in an interview situation was the method of collecting the data about the kinds of home economics information and methods of dissemination which interviewees considered pertinent to their institutions' programs for members or other clientele. The persons interviewed were either the heads of county organizations, agency directors, or informed persons (officers or leaders) from organizations. The information gained from the survey would be useful for the development of the home economics Extension program in the county.

Six areas of home economics subject matter information and five methods of dissemination were listed in the schedule. The areas of home economics information were family life (child development and family relationships), food and nutrition, household economics and management, housing and design, institution management, and textiles and clothing. Bulletins, home demonstration agent as a resource, program by the home demonstration agent, package program, and leader training school were the methods included.

It was found that home economics information was relevant to the programs of a large variety of agencies and organizations. Eighty per cent of the organizations interviewed indicated one or more areas of home economics information to be applicable to their institutions. Twenty per cent of the institutions interviewed indicated that home economics information was not pertinent to their programs for members or clientele.

Family life information applied to more organizations and agencies than any other subject matter area. This area applied to 77 per cent, food and nutrition to 71 per cent, household economics and management to 63 per cent, institution management to 49.5 per cent, housing and design to 46 per cent, and textiles and clothing to 36 per cent of the institutions that indicated home economics information was pertinent.

The methods of dissemination identified most frequently were bulletins, home demonstration agent as a resource, and program by the agent. Although package program and leader training school methods received significantly fewer responses, these methods were pertinent for some classifications of organizations.

The study indicated that many public service agencies and organizations could serve as a means of disseminating home economics information from the county Extension Service and that it would be advisable to include activities for these groups in the yearly plan of work.

Mic. #68-5507

A STUDY OF COMMUNITY SERVICES IN THE COMMUNITY COLLEGES OF STATE UNIVERSITY OF NEW YORK

by

ARMOND JOSEPH FESTINE

B.A., Syracuse University, Syracuse, New York, 1956
M.A., Syracuse University, Syracuse, New York, 1959

ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education in Adult Education in the Graduate School of Education of Syracuse University, June, 1967

Approved A. N. Charters

Date April 28, 1967

The major purposes of this study were to investigate the stated commitment made by each of the community colleges of State University of New York to provide community service programs to meet the educational needs of adults, determine the extent this commitment has been achieved in actual practice, and to determine the relationship between the number and type of community services provided and the following factors:

(1) The college's stated commitment to provide community service programs.

(2) The number of years each college had been established.

(3) The size of the population served by the colleges.

(4) The number of other colleges within the community which offered community service programs.

(5) The methods utilized by the college to finance community service programs.

Data for the study were obtained by an examination of community college catalogs, promotional literature, interviews with college administrators, and a questionnaire mailed to each of the community college presidents. Completed and usable questionnaires were received from each of the twenty-eight community colleges of State University of New York. All information pertained to the academic year 1964-65.

When practicable the Pearson Product-Moment correlation coefficient and the biserial correlation coefficient were utilized to describe the relationship between the factors listed in the study.

Analysis of the data revealed that fifteen of the community colleges had made a complete commitment to provide community service programs and thirteen had made a limited commitment. A total of 581 community service programs were reported by the colleges for the academic year 1964-65.

A small positive correlation was obtained between the number of programs reported by the colleges and the factor degree of commitment.

Small negative correlations were obtained between the number of programs reported and the factors:

(1) size of population,

(2) number of other colleges in the community.

Small positive correlations were obtained between the number of vocational and public affairs programs provided and the number of years each college was established.

The greatest number of community service programs were provided to meet the cultural educational needs of adults and a large majority of these programs were financially supported by the colleges.

Among the conclusions made were the following:

(1) The community service function has not been fully accepted as a major educational objective by the community colleges of New York State.

(2) A discrepancy exists between the stated commitment made by the colleges to provide community service programs and the extent the commitment has been achieved in actual practice.

(3) The greatest contribution made by the community colleges through the media of community services was in the presentation of programs to provide for the cultural enrichment of the community.

(4) The community colleges provided the greatest degree of financial support for those programs which were presented to meet the cultural educational needs of adults.

The following recommendations for further study were made:

(1) Further studies should be made to determine what other factors influence the provision of community colleges to meet the educational needs of adults.

(2) Information is needed to assist the community colleges to provide a wider variety of community service programs to meet the educational needs of adults.

(3) Further studies are needed to determine how the community colleges can provide a broader base of financial support for community service programs.

(4) Studies are needed to attempt to identify those factors that tend to discourage the full acceptance of the community service function as a major educational objective by the community colleges of New York State.

Mic. #69-07732

A STUDY OF CONTINUING LEGAL EDUCATION OF ALLEGHENY COUNTY BAR ASSOCIATION MEMBERS

by

BENJAMIN GEORGE DAVIS

B.S., Great Lakes College, 1956
M.S., Syracuse University. 1961

ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education in Adult Education in the Graduate School of Syracuse University, April, 1968

Approved A. N. Charters

Date 5/10/68

ABSTRACT

Purpose

The purpose of the study was to determine the legal education needs and preferences of lawyers in Allegheny County, Pennsylvania.

The study endeavored to answer the following questions:

1. What areas of information do lawyers identify as felt needs?
2. Do relationships exist between felt needs and certain characteristics of lawyers?
3. Are there factors that motivate lawyers to attend continuing legal education programs?
4. Do relationships exist between methods of programming and certain characteristics of lawyers?

Method

The study was conducted through the Allegheny County Bar Association with a questionnaire being mailed to all members (2,218) which represented over 90% of the lawyers in the County.

The questionnaire consisted of 40 questions with a number of them being open-ended where appropriate.

The questionnaire was first drafted from suggestions received during conferences with professionals in the legal field, administrators of the Bar Association, members of law

schools, members of the Bar Association, statements obtained from a review of the literature, and from other studies where appropriate. The initial draft was then presented to a sub-committee on Continuing Legal Education of the Allegheny County Bar Association, certain members of law schools and certain administrators of Bar Associations.

The questionnaire was pre-tested by the full committee on Continuing Legal Education of the Allegheny County Bar Association composed of twenty-five members. Eighty members of the Allegheny County Bar Association were randomly selected and personally contacted with a request to fill out the questionnaire in order to compare these responses with those from the total study.

Conclusions

Areas identified as felt needs were for information related to: Trial Work, Real Property Law, Probate and Trust Law, Corporation Law, Law Office Management, Taxation-Federal, Negligence, Estate Planning, Patent Trademark and Copyright, and Anti-Trust Law.

Trial Work, Negligence, Patent, Trademark and Copyright, Corporation Law, Law Office Management and Labor Law are generally preferred by younger lawyers, while Probate and Trust, Anti-Trust and Real Property Law are preferred by older lawyers.

More than one-half of all lawyers will attend a continuing legal education program each year and three-quarters of all lawyers will attend one or more programs over a two-year

period. The main motivating factor for attendance to a legal education program is when the information is a "subject within the scope of their practice," with the second factor for the purpose of "learning about changes in the law." In general, younger lawyers are subject-matter oriented while older lawyers are more interested in changes in the law. Lawyers are less concerned about who presents the information than they are in the materials presented.

Younger lawyers tend to prefer lecture-type programs while older lawyers prefer seminar-type and, with increasing maturity, prefer panel-type.

Lawyers tend to prefer programs during the latter part of the week although a sizeable percentage prefer the noon period of the day.

 Mic. #70-14727

FACULTY ATTITUDES TOWARD SELECTED ASPECTS OF A MULTIDIMENSIONAL UNIVERSITY CONTINUING EDUCATION COLLEGE

by

LEE PORTER

B.S., State University College at Oswego, 1958
M.S., Syracuse University, 1960

ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education in Adult Education in the Graduate School of Syracuse University, May, 1969

Approved A. N. Charters

Date May 1969

ABSTRACT

Purpose

The purposes of the study were:

1) To shed light on the common belief that university faculty members view the continuing education college with disfavor.
2) To examine some of the attitudinal differences among faculty members toward continuing education.
3) To make recommendations concerning better utilization of faculty in continuing education programs.

Procedures

A stratified random sample of three hundred Syracuse University faculty members with the ranks of Instructor, Assistant Professor, Associate Professor and Professor were the subjects of the study. Each was sent an attitude questionnaire with thirty-five statements to which they responded on a continuum from "strongly agree" to "strongly disagree." In addition, biographical data such as age, rank. experience and sex were also requested. Besides the initial mailing, two follow-up letters were sent out resulting in two hundred seventy-three returns, two hundred forty-three of which were usable for the statistical treatment.

The thirty-five statements were broken down into five categories of seven items measuring attitudes toward

administration, students, instruction, programs and purposes. In addition, the total of the five categories was also examined. Each item was worth from one to five points. The scores were summed from each category and compared with the neutral point.

Limitation

The conclusions drawn from this study have relied upon the demonstrated content validity of the instrument. While this is a generally accepted approach to the initial validation of an instrument, it does not permit a numerical index of validity to be generated in the usual fashion. Thus the exercise of a degree of caution is desirable.

Results

Employing a simple t-test to compare the mean scores and the neutral points, the results in each of the categories were in the favorable direction at the .01 level of confidence. Based on the mean score, the purposes category was the highest followed in order by programs, students, instruction and administration.

In terms of attitudinal differences, females were significantly more favorably disposed than males, Instructors were more favorable than Professors and no significant differences were found according to age. Those who had been involved in research were more favorably disposed than those with no involvement as were those who taught in non-credit programs over strictly credit teaching. Faculty members from the Professional Schools were significantly more favorable in

their responses than Liberal Arts faculty but there were no differences between Social Science - Humanities faculty and those of the natural sciences. Part-of-load versus overload methods of compensation showed attitudinal differences in both directions among the various categories. Those faculty members with no teaching experience reacted more favorably than faculty with various levels of experience and years at Syracuse University was significant only in terms of one attitude category.

Recommendations

1) There should be a more active attempt to increase faculty awareness of the philosophy, objectives and programs of continuing education.
2) More attempts should be made to involve faculty members in continuing education activities which give them a better understanding of the unique characteristics of higher adult education. The results of the study provide some basis on which to conclude that research and non-credit involvement were related to more positive attitudes.

 Mic. #73-7774

THE RELATIONSHIPS OF LEARNING ORIENTATION, NURSING ACTIVITY AND CONTINUING EDUCATION

by

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B.S., Syracuse University, 1964
M.S., Syracuse University, 1967

ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education in the Graduate School of Syracuse University, June, 1972

Approved Lee Porter

Date May 15, 1972

The purposes of this study were: 1) to identify the learning orientations and patterns of nursing and continuing education activity of practicing staff nurses 2) to compare two groups of nurses - participants and potential participants in short-term continuing education programs - in these variables, and 3) to identify any interrelationships between learning orientations, nursing and continuing education activity patterns and selected personal characteristics.

The sample selected for the study was limited to female practicing staff nurses who were employed in the Central New York Area. The participant group consisted of nurses who had participated in short-term continuing education programs. The potential participant group consisted of nurses who had not participated in these programs, and who worked in the same health agencies as the participants. The only known difference between the two groups of nurses was their "participation" status.

A four part self-administered questionnaire was mailed to each staff nurse at her home. Two hundred and thirty-seven nurses representing thirty general hospitals, five public health agencies and seven nursing homes and/or extended care facilities completed and returned the survey instrument - a 78.2 per cent return rate.

The data were analyzed using the IBM 370-155 computer. Descriptive statistics were derived using the Tsar statistical package, and patterns were identified using a program for Principal Components Analysis with Varimax Rotation. Differences between the two groups were determined by t-tests.

Eight learning orientation patterns were identified and named: Learning; Personal-Goal; Occupational-Goal; Professional-Goal; Societal-Goal; Need-Fulfillment; Personal-Sociability; and Professional-Sociability.

Twelve leisure time continuing education activity patterns were identified and named: Literary/General Cognitive; Literary/Special Interest; Mass Media/Current Affairs; Specific Information/Hobby; Religious Activity; Home/Family/Community Interests; Participation in Special Interest Activities; Classical Music/Performing Arts; Humanistic Concerns; Group Learning; Course Taking; and Audio-Visual Assisted Learning.

Twelve job time continuing education activity patterns were identified and named: Clinical Knowledge Seeking; Reference Consulting; Group Learning - Participation/Preparation; Inservice Education; Professional Activities; Professional Nursing Practice - Decision Making; Personal Professional Development; Group Participation - Hospital/Agency Related; Organizational Activities - Profession Related; General Information Seeking - Multi-Media; Patient-Centered Information Seeking; and Planning Nursing Care.

Ten nursing activity patterns were identified and named: Teaching/Coordinating Patient Care and Nursing Activities; Counseling Patients, Family, Staff/Planning Patient Care; Teaching Other Health Personnel; Life Sustaining Nursing Measures - Physical/Spiritual; Meeting Physical Needs of Patients Through Nursing and Medical Regimens; Treatments - Nursing/Physician Ordered; Medications, Vital Signs and Recordings; Nursing-Related; Nursing Directed or Assisted; and Concern for Groups of Patients.

There were significant differences between the participant and potential participant groups in selected patterns. The participant group had higher mean scores than the potential participant group in the following patterns: Learning and Personal-Goal Orientations; Group Learning and Course Taking; Clinical Knowledge Seeking; Group Learning-Participation/Preparation; Planning Nursing Care; Professional Nursing Practice-Decision Making; Teaching/Coordinating Patient Care and Nursing Activities; Counseling Patients, Family, Staff/Planning Patient Care; and Life Sustaining Nursing Measures - Physical/Spiritual.

There were significant interrelationships between selected demographic variables, learning orientations, total educational activity and patterns of nursing activity.

The conclusions included: 1) all nurses participated to some extent in continuing learning activities 2) nurses who had participated in short-term continuing education programs appeared to have a life style which included time for a wide

variety of learning experiences 3) extent of past continuing learning activity appeared to be as important a variable as level of formal education for predicting total educational activity, and 4) there were significant positive relationships between extent of total educational activity and extent of participation in selected nursing activity patterns.

Mic. #73-19813

MOTIVATIONAL FACTORS OF ADULT LEARNERS IN A DIRECTED SELF-STUDY BACHELOR'S DEGREE PROGRAM

by

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A.B., Seton Hall University, 1947
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ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Adult Education in the Graduate School of Syracuse University, December, 1972

Approved A. N. Charters

Date 2 November 1972

The purposes of this study were: 1) to identify the existence and nature of clusters of reasons given by adults for enrolling in a directed self-study bachelor's degree program; 2) to test the relationships between, on the one hand, identified variables of adult students' sex, age, marital status, level of income, kind of employment, previous college experience, and, on the other hand, identified clusters of reasons for enrolling in such a program; 3) to compare the reasons for enrolling in such a program by those who have withdrawn from such a program with those who have completed, or are still continuing in such a program.

The total population of 269 adults enrolled in the directed self-study bachelor's degree program at University College, Syracuse University, was used in this investigation.

A two-part self-administered questionnaire was mailed to each person enrolled in the program at Syracuse University from the program's inception in 1966 through May 1971. One hundred and eighty usable questionnaires were received, constituting a 69.1 per cent return rate.

The data were analyzed using the IBM 370-155 computer. The Alpha Analysis of Educational Motivation Data was used to determine the adequacy of the 70 items or reasons which appeared on the data-gathering instrument. Once the 50 adequate items were determined, a simple loading oblique rotation was used to determine what clusters or factors

would emerge. To test the hypotheses, the following statistical tests and techniques were used as necessary: t test, F ratio, Intraclass correlations, and cell means.

Seven factors or clusters of reasons were identified and named: The Desire to Know; The Desire to Reach a Personal Goal; The Desire to Take Part in Social Activities; The Desire to Reach a Social Goal; The Desire to Escape; The Desire to Study Alone; and The Desire for Intellectual Security.

There was a significant difference found between adult men and women as to motivational choice for enrolling in a directed self-study bachelor's degree program, with women showing a greater tendency than men to enroll because of the desire to know and the desire to study alone.

There was no significant difference found between marital status and reasons for enrolling in a directed self-study bachelor's degree program.

There was a significant difference among age groups as to reasons for enrolling in a directed self-study bachelor's degree program, with a greater tendency to enroll for the desire to reach a personal goal among the younger respondents.

There was a significant difference found between the employed and unemployed respondents as to motivational choices for enrolling in a directed self-study bachelor's degree program, with a greater tendency among the unemployed to enroll for the desire to reach a social goal.

There was a significant difference between adults who have had previous college credit experience or not, as regards motivational choices for enrolling in a directed self-study bachelor's degree program, with a greater tendency on the part of those who did not have previous credit course experience to enroll for the desire to escape and for the desire to know. There was no significant difference regarding motivational choices for enrolling on the basis of the number of previous college credits.

There was a significant difference in choices selected for enrolling in a directed self-study bachelor's degree program by level of income, with a greater tendency to have enrolled for the desire to reach a personal goal, for the desire to reach a social goal, and for the desire to study alone, the lower the level of income.

There was no significant difference in motivational choices selected by adults who have withdrawn from such a program, or who have completed, or who are still enrolled but inactive, or who are still actively participating in a directed self-study bachelor's degree program.

Mic. #74-8330

AN IDENTIFICATION OF BELIEFS THAT ARE OF IMPORTANCE TO PROFESSIONAL ADULT EDUCATORS

by

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B.A., Niagara University, 1952
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ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education in Adult Education in the Graduate School of Education of Syracuse University, April, 1973

Approved Harlan G. Copeland

Date April 3, 1973

ABSTRACT

Purpose of the Study

The purpose of this study was: (1) to identify beliefs that holders of doctorates in adult education judged to be important to the professional adult educator; (2) to obtain their judgments as to when those beliefs might most appropriately be acquired; and (3) to ascertain factors associated with differences in opinion among the subjects in regard to those points.

Procedures

Self-administered questionnaires were mailed to 315 professional adult educators who had been identified in the literature through 1970 as possessing earned doctorates in adult education and who were known to be residing within the continental United States.

Subjects were asked to indicate on a five-point scale (0 to 4) the Degree of Importance of 47 belief statements. For those statements they judged to be of at least some importance, they were also asked to indicate whether the particular belief should be acquired Before, During, or After the graduate program in adult education. Additionally, they were asked to supply certain demographic information.

A total of 257 of the 315 questionnaires were accounted for with 195 of these being wholly or partially usable.

Findings

Responses as to the Degree of Importance of the statements showed that 12 of the statements obtained mean scores of 3.50 or above; 32 had means of 3.00 or above, and 45 had means of 2.45 or above. The remaining two statements obtained means of 0.97 and 0.41 respectively.

Responses as to the most appropriate Time to Acquire the 45 beliefs judged to be important, indicated that four of the beliefs should be acquired Before beginning a graduate program and 26 should be internalized During the time of graduate study. The remaining 15 beliefs were judged as best being acquired during a combination of two or more time periods.

The analysis of variance tests of the relationships between seven demographic variables and four subgroups of belief statements revealed significant differences for two variables, Sex and Degree Option. A subsequent chi square analysis indicated that the Degree of Importance attached to three statements was influenced significantly by the sex of the respondents.

Chi square values for differences within seven demographic variables and the Time to Acquire ratings for 45 belief statements were found to be significant in 18 or the 315 tests conducted.

Conclusions

1. Twelve beliefs were identified as being quite important to extremely important for professional adult educators to acquire and 20 others as being quite important. Eleven additional beliefs were identified as being moderately important to quite important to acquire, and two others as being moderately important.

2. Most of the beliefs that were regarded as being important for professional adult educators to hold should be acquired During the time of the graduate program. Only a few general beliefs need to be acquired Before undertaking the graduate program. None of the beliefs included in this study should await internalization until After the program.

3. On the whole, neither the subjects' responses as to the importance of the belief statements nor the time when those beliefs might most appropriately be acquired was influenced to any appreciable degree by factors of a personal or vocational nature beyond what might have been expected on the basis of chance alone.

 Mic. #74-17622

ANXIETY AND SELF-ACTUALIZATION DEMONSTRATED BY ACUTE-CARE NURSES AND NON-ACUTE-CARE NURSES

by

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ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Adult Education in the Graduate School of Syracuse University, December, 1973

Approved Lee Porter

Date 11-7-73

Based upon the premises that work performance is effected by level of need satisfaction, and that psychological needs can be fulfilled, in part, by appropriately-designed continuing education programs, a study of two groups of nurses working in different hospital settings was undertaken.

Thirty nurses caring for acutely-ill patients and thirty nurses caring for non-acutely-ill patients were tested to determine if they differed in their levels of anxiety and in their levels of self-actualization. Another aspect of the study was to determine if there were relationships between the level of anxiety and the level of self-actualization for each of the two groups of nurses.

Selected randomly from groups of acute-care nurses and non-acute-care nurses who were employed full time as staff nurses in three private, voluntary, general hospitals in Syracuse, New York, the sixty registered professional nurses were given the Ipat Anxiety Scale Questionnaire and the Personal Orientation Inventory, a test for the measurements of self-actualization.

From the results of the Fisher's t-test for the significance of difference between means of the Ipat total anxiety scores, it was concluded that the level of anxiety of the acute-care nurses group was not significantly different from

the level of anxiety of the non-acute-care nurses group. It was also concluded that the level of self-actualization of the acute-care nurses group did not differ significantly from the level of self-actualization of the non-acute-care nurses group as determined by the Fisher's t-test on the mean scores obtained from the Personal Orientation Inventory.

Comparison of the nurses' mean scores with the norm mean scores reported for typical adult reference groups showed that the total anxiety score means of the subjects of the study fell lower than the mean given for the general female population. It also showed that the scores achieved on ten of the twelve scales on the Personal Orientation Inventory by the acute-care nurses were above, or the same as, the norm means; and that the mean scores of the non-acute-care nurses in eight of the twelve scales of the Personal Orientation Inventory were below the means given for normal persons. The mean scores on the existentiality scale and the self-acceptance scale of the Personal Orientation Inventory for the acute-care nurses and for the non-acute-care nurses were very low and close to the means given for non-self-actualized persons.

In determining the correlation between the Ipat total anxiety scores and the Personal Orientation Inventory scores by using the Pearson product-moment coefficient of correlation test, it was found that the relationships were consistently negative, and that the negative relationships between the level of anxiety and the level of self-actualization were greater for the non-acute-care nurses than for the acute-care nurses.

Mic. #74-17569

THE LEARNING STYLE OF MOTHERS OF YOUNG CHILDREN

by

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ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Adult Education in the Graduate School of Syracuse University, December, 1973

Approved Harlan G. Copeland

Date November 30, 1973

The purposes of this study were: (1) to investigate the learning activities of mothers whose oldest child was not yet in school, (2) to describe the educational information sources utilized, and (3) to delineate the policy-coordinating issues for adult education.

Subjects were forty-eight mothers residing in a central New York suburban community. The random sample was stratified into two independent samples of equal numbers: Group 1 included mothers whose oldest child was between 9 and 30 months; Group 2 included mothers whose oldest child ranged in age between 30 and 64 months.

Data were collected by an intensive interview with each subject. A revised form of Tough's interview schedule provided the guide for collecting information related to learning projects conducted. A questionnaire designed by the investigator was used to collect information on personal characteristics, information sources, and knowledge and use of adult education institutions. Data were analyzed on an IBM-360/65 computer, using the Statistical Package for the Social Sciences (SPSS) computer program.

The two groups differed, by design, in stage of the family life cycle. They did not differ significantly in the variables of family status, age, educational level, attitude towards school, social position, status in the work force, family

income, or husband's attitude towards the wife's learning.

The average interviewee undertook 6 learning projects and spent 250 hours on them during the 12 months prior to the interview. There were no statistically significant differences between the two groups in either the number of projects or total number of hours spent.

Cramer's V was used to determine the extent of association between personal characteristics and number of projects and total time spent. The data suggest that differences in age, educational level, attitude towards school, family income, and social position may have an effect on the extent of learning efforts for this group of adults.

Subject matter relating to personal or family competence was the most important area--59 percent of all projects were in this category; the next largest, 27 percent, was the area of self-fulfillment. Learning projects relating to vocational, and social and civic competence had minor positions in the overall pattern, accounting for 6 and 7 percent respectively.

Self-planned learning dominated the field of participation, accounting for 66 percent of the projects. At the other end of the scale, a material resource (e.g., tape recorder or book) was employed as planner in 5 percent of the learning projects. The group was used as a planner for 16 percent and 13 percent were planned by an individual with whom the learner reacted on a one-to-one basis.

For slightly more than 40 percent of self-planned projects, reasons cited as to why the learner planned the project herself

were that the learner was either not aware of any other planner to use or felt the project was of such a personal nature that self-planning was the only way to learn it. Some felt qualified to plan the learning project and used outside planners only when they did not know enough to plan it themselves. Others found the flexibility of fitting self-planned projects into a limited time schedule an important factor; in other instances the possibility of using a variety of resources was important.

Subjects had limited knowledge of the learning resources available from adult education institutions. They seldom used institutions with the exception of television, business and industry, and religious institutions. The percentages of subjects who used these three institutions as resources were 42, 39, and 19 percent respectively. Also, the five institutions named most often as potential information sources--libraries, public schools, health and welfare agencies, colleges and universities, and Cooperative Extension--were different from those which ranked highest in use.

The three most frequently mentioned reasons given as obstacles to learning were limited time and energy, limited money, and priority of family obligations. A closely related reason was the mothers' difficulty in locating trustworthy baby-sitters.

While this study of mothers of young children seems consistent with generalizations that are emerging pertaining to

adult learning and self-planned learning, it is fairly clear that young mothers, by comparison, have consistently engaged in fewer learning activities than other groups of adults.

Mic. #75-14038

EFFECTIVENESS OF PARAPROFESSIONALS IN WORKING WITH LOW INCOME FAMILIES: AN EXPERIMENTAL STUDY

by

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ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Adult Education in the Graduate School of Syracuse University
May 1974

Approved A. N. Charters

Date May 6, 1974

ABSTRACT

A body of literature has accumulated about indigenous paraprofessionals; it primarily illustrates programs of a demonstration nature, and presents little empirical data indicating the effectiveness of the paraprofessionals working with consumers of human services.

In the present study selected factors were examined in relation to the effectiveness of paraprofessionals engaged in a community education program. Specific factors were the paraprofessionals' knowledge and understanding of teaching-learning processes, attitudes towards assuming their role and factors related to job performance and persistence. The criterion against which achievement was measured was the success of families, with whom the paraprofessionals worked, in reaching program objectives. An interview-achievement test on teaching-learning, a job-related persistence form, a Likert-type attitude scale and a job performance rating scale were used to measure paraprofessional characteristics. Criterion measures were based on records of homemaker knowledge and practice and an interview focused on perceptions of assistance received.

Twenty employees in Cooperative Extension's food and nutrition program for low income families in a New York City community formed the paraprofessional population. Seventy-six families comprised an experimental group of homemakers

who had been taught by not more than one paraprofessional over a specified period and had measurements taken twice of recall of nutritional information and food behabior. A comparison group of homemakers received only initial contact by paraprofessionals. A nonequivalent control group design was utilized; the experimental group of homemakers measured before and after intervention, and the comparison group, measured before and after no intervention, allowed for testing inferences about effectiveness of paraprofessionals.

Descriptive statistics t tests for paired observations and for independent sample proportions, analysis of covariance, correlation matrices and stepwise multiple regression were utilized to profile the paraprofessionals and homemakers, determine significant changes in paraprofessionals' knowledge and attitudes, determine significant differences in achievement between the two homemaker groups and to indicate which and to what degree paraprofessional variables were predictors of effectiveness.

Nearly all of the paraprofessionals gained in knowledge and understanding of teaching and learning strategies while on the job. A majority also improved attitudes toward their job and were considered by supervisors to be above average in jog-related persisting behavior. Seventy per cent of a subsample of paraprofessionals rated for on-the-job performance at the mean or above.

The experimental group of homemakers did significantly and/or practically better on food behavior and knowledge

measures than did the comparison group. More than for the comparison group, favorable attitudes and positive behaviors were identified.

The results of the multivariate analysis revealed knowledge of teaching and learning as important to success of paraprofessionals and on-the-job performance as even more important; that attitudes toward the job did not always have to be highly positive in order for the paraprofessionals to do good work; and that job persistence was related more to other variables than were studied. A higher level of education, even though the paraprofessionals were not highly educated, and maturity were significant predictors of some clientele behavior.

It was concluded from the results of regression analysis that parts of three hypotheses were supported. Namely, there was a direct relationship between the paraprofessionals': knowledge of teaching and learning and the homemakers' recall of program information (nutritional knowledge) and recognition of assistance received; attitudes toward the job and homemakers' recall of program information; on-the-job performance and homemakers' improved nutritional practices.

Paraprofessionals studied demonstrated a capacity to learn, to benefit from training and supervision, to establish relationships with clientele generally considered difficult to reach and to work effectively in order to help them improve specific practices, knowledge and their families' lives in many related ways.

 Mic. #75-14018

CRITICAL CHANGE AMONG ADULTS--A CONCEPTUAL ANALYSIS BASED ON AN EXAMINATION OF "CULTURAL LITERACY" AND "ACHIEVEMENT MOTIVATION" (INCLUDING AN EXPERIMENT AMONG IMMIGRANTS)

by

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B.A., University of North Carolina, 1955
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ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Adult Education in the Graduate School of Syracuse University, May, 1974

Approved Warren L. Ziegler

Date March 1, 1974

The concept put forward herein is that of "critical change." Critical change refers to adult changes in value and attitude re-orientations that are significant, even major, and take place over a relatively short space of time. The concept is used to refer to reasonably abrupt changes in adult behavior due to political awareness, neurotic reduction, religious conversion and motivational enhancement. Since it accents changes which occur rapidly, from a few days to no more than several months, the term is distinguished from that of "re-socialization" which includes critical as well as gradual changes in individual behavior.

Critical change is posited on the basis of two programs which claim to catalyze significant and abrupt changes in adult behavior: Freire's "cultural literacy" and McClelland's "achievement motivation" programs. Freire claims to spur peasants to a new sense of cultural identity resulting in socio-political organization within a period of five months. McClelland claims that entrepreneurs can be significantly motivated within a few days or weeks. Other programs--therapeutic, "liberational" and religious--also speak of changes that are realized with amazing suddenness as a consequence of their teachings. They provide further confirmations of the phenomenon of critical change but fall outside the scope of this study.

The Freire and McClelland programs are selected for comparison not only because they confirm the notion of critical change but also because they explicitly espouse differing social objectives--economic acceleration and social revolution--, two distinct social priorities in today's world. The examination, therefore, not only reviews the phenomenon of critical change within two distinct population groups but suggests what such change means in microcosm for the world at large.

Following the conceptual analysis and the comparison, a chapter on the results of a personal experiment is included because of the light it throws on the potential for critical change among another population group: immigrants. Although unempirical in nature, this experiment suggests that certain typical tendencies can be noted among this population. These tendencies appear to be: active and passive re-adaptation to a new culture, withdrawal reactions with feelings of alienation due to a sense of estrangement within a new environment, and critical changes that result from new mental associations catalyzed by a cultural shift and experimental program techniques. Probably many of the individuals in the courses were undergoing at the same time certain gradual changes in development and personality but since this form of change lay outside the constraints of the study, it was not dealt with.

In sum, the discussion presents a conceptual analysis positing the potential of certain individuals to change

critically, a comparison of two programs that claim to catalyze changes which are critical, and an experiment which holds that given certain provocative techniques critical change is a typical tendency rather than a rarity within immigrant population groups.

THE ASSOCIATION BETWEEN PARTICIPATION IN AN ART PROGRAM AND CHANGE IN SELF CONCEPT WITH INCARCERATED ADULTS

by

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DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Adult Education in the Graduate School of Syracuse University, May, 1975

Approved Lee Porter

Date 8-26-74

The primary purpose of the study was to investigate the effects of participating in a three month art program on the rehabilitation of inmates, specifically, in the development of positive, healthy, self concepts. A positive self concept is one of the personal qualities considered to be important and fundamental for the total rehabilitation of the inmate. An individual's self concept is important in any educational program because it is believed that it serves as a directing force in behavior.

Incarcerated adult males in two correctional institutions in New York State were selected to participate in the program. The two institutions selected were Elmira Correctional Facility, housing youthful offenders and Auburn Correctional Facility, housing older offenders. A stratified random sample of 120 adults was selected from the rosters of both institutions and the subjects were randomly assigned to treatment and control groups. Both groups were equally divided into art and non-art background inmates.

For a period of three months, the treatment group participated in an art program centered around drawing and painting art experiences. Different sections were organized for the art and non-art background inmates.

To measure self concept, the Tennessee Self Concept Scale was selected. A true experimental design was used to

test six hypotheses between the treatment and control groups. The pretest and post-test data were analyzed using t-tests and one-way analysis of variance to test the hypotheses that there were differences among the means of groups being tested. Treatment and control groups were compared for significant differences in three demographic variables through the chi-square test of independence.

Three major findings emerged from testing the six hypotheses. First, art background inmates had significantly higher self concept scores than non-art background inmates. Second, the three month art program had no measurable effect on the inmates'self concept. Third, no differences in self concept were observed between inmates 24 years of age and under those inmates 25 and older.

The assumption that art may provide experiences which generate positive feelings of personal worth and self satisfaction was supported. However, there was a lack of conclusive evidence to establish an association between self concept development and participation in art.

 Mic. #77-24557

DIFFERENCES AMONG THREE COMMUNITY DEVELOPMENT GROUPS AND THE RELATIONSHIP BETWEEN THE EXTENT OF LOCAL PARTICIPATION AND GOALS SET AND ACHIEVED

by

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B.Ed., University of Manitoba, 1968
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ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Adult Education in the Graduate School of Education of Syracuse University, August, 1976

Approved Robert Blakely

Date 8/2/76

The purpose of this study was to examine community development groups to investigate the relationship between:

(a) group composition and variations in patterns of verbal interaction,

(b) local participation and goal congruence between local and resource participants, and

(c) agreement on goals and goal achievement.

Groups were also studied in the context of the four commonly recognized phases of program development (Setting Goals, Planning Action, Implementing Plans, and Evaluating Action).

Based on existing theories and case studies, criteria were established to place the groups on a continuum from maximal (Local People), through joint (Local People/Technicist), to minimal (Technicist) initial local participation. Over a six-month period, the researcher observed and taped six meetings of three groups in rural Jamaica, West Indies. The tapes were transcribed and divided into fifteen-minute intervals which were, subsequently assigned to the particular phase of program development which dominated a given interval.

The tapes were further analyzed through Bales' Interaction Process Analysis. Percentages and averages were used to describe quantitative distribution of verbal acts among Bales' four sections and twelve categories. Perceived achievement was described through percentages. The test of

difference between proportions was used to examine the significance of proportional distributions. The extent of subgroups' agreement on goals set and the relationship between goals set and achievement perceived were assessed through Spearman's rho and Kendall's tau. Subgroups' concordance on goals set was examined through Kendall's coefficient of concordance. Bales' problem indices were used to assess the qualitative aspects of participation.

The open-ended Goal Identification Questionnaire (GIQ) was used to collect goals from group participants; a departmental statement of goals and objectives was used to get information from the Jamaica Co-operative Department. A Goal Rank Order Questionnaire (GROQ) was designed with 24 goals common to all three groups. Both local and resource participants ranked these goals. At the end of six months the participants indicated, on the five-point Goal Assessment Scale, their perceived goal achievement. Percentage returns on the GROQ and GAQ ranged from 76 in the Technicist Group to 89 in the Local People/Technicist (LP/T) Group.

The Local People/Technicist Group facilitated the most widespread participation among the group members; the Technicist Group facilitated the least. Differences were significant at the .05 level.

When the quality of participation was examined through Bales' indices, no widespread differences were evident in the quality of participation among the groups. The LP/T Group had more Problems of Reintegration and Directiveness of Control

in the final third of the meetings than the other groups. It also had more Problems of Evaluation.

The LP/T Group which had both the most widespread local participation and goal congruence, also had the highest perceived goal achievement. It was followed by the LP and Technicist Groups in the order written. In the LP/T Group, it was further demonstrated that significant positive agreement on goals set was related to increased agreement between goals set and achievement perceived.

Differences in the proportion of acts distributed among the four phases of program development in the three community groups were significant at the .05 level. However, a tendency towards equal distribution of acts among the four phases of program development was not related to an increase in perceived achievement.

Although the LP/T Group had an effective verbal partnership between local and resource participants, it also had consistently high negative and positive reactions from group members. However, these reactions did not prevent the LP/T Group from registering the highest: positive indices of congruence on goals; perception of goal achievement; agreement between goals set and achievement perceived. The Technicist Group had the lowest indices and percentages in the same areas.

 Mic. #77-24552

A COMPARISON BETWEEN REACTIONS OF ADULT AND TRADITIONAL STUDENTS TO FACTORS UNDER THE CONTROL OF A COMMUNITY COLLEGE

by

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ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Adult Education in the Graduate School of Syracuse University, August, 1976

Approved Lee Porter

Date Aug. 16, 1976

The purpose of this study was to learn if discrete predetermined groups of students, particularly traditional college-age students and adults, evidenced significantly different reactions to various factors under the control of a community college. It was hypothesized that community colleges, having emerged as a part of our established educational system, would have difficulty responding to the rapidly changing and multiple needs of the many "new" types of students--adult, nonmatriculated, part-time--currently attending their campuses. Rather it was anticipated that traditional, matriculated and full-time students would react more positively to services and procedures under college control.

Comparisons were planned between three major variables and seven subgroups as follows:

(1) Traditional versus adult students
    (a) Full-time
    (b) Part-time matriculated
    (c) Part-time nonmatriculated
(2) Part-time matriculated versus part-time nonmatriculated students
    (a) Under 20 years of age
    (b) Over 25 years of age

(3) Full-time versus part-time students

(a) Under 20 years of age

(b) Over 25 years of age

A 150 item questionnaire, Student Reactions to College, was administered in Spring 1975 to 303 Onondaga Community College students in six discrete, randomly selected groups of approximately 50 students each. Appropriate contingency tables were generated from the data and Pearson Chi-Square statistics were calculated relevant to the ten comparisons.

Item results derived from the chi-square tables were then presented within each of the following related areas: instruction and classroom experience, studying, student goals and planning, counseling and advising, administrative regulations, class scheduling and registration, student activities, living, faculty contacts, and library-bookstore. Chi-squares with a probability at the .05 level were interpreted as being significant.

Because significant differences were evidenced on the three variables and within all seven subgroups, it was concluded that differences greater than those expected by chance occurred in reactions to factors under the control of community colleges on all the planned comparisons.

Contrary to the theoretical premise above, the traditional, matriculated and full-time student reacted more negatively to college services and procedures. They were more dependent on such services yet were more critical of administrative regulations, instructional experiences and

class scheduling. They had more study problems and were more involved with student activities, but were less sure of their goals than the part-time, nonmatriculated adults.

Adult students were more independent and self-assured; they had fewer problems and were more positive in their reactions to instructional experiences. They were less engaged in student and college activities and less demanding that college services fulfill their needs. On the age variable full-time students were the most similar and part-time nonmatriculated the most diverse. More differences on the matriculation variable were attributed to traditional students, and more differences on the full-time, part-time variable attributed to adults.

In light of the results of this study, it was recommended that while community college personnal should continue to survey the needs of "new" students, a reassessment should take place of how college-controlled factors could be processed more favorably for traditional, matriculated and full-time students. Further research was recommended to determine why traditional, full-time and matriculated students responded more negatively and why adult, part-time and nonmatriculated students responded more positively. Continued assessment of local reactions to community college-controlled factors was suggested in view of the rapidly changing societal needs and populations in today's colleges.

Mic. #7811966

SOME CHARACTERISTICS AND MOTIVATIONAL PATTERNS OF UNIVERSITY CONTINUING EDUCATION PARTICIPATION IN ETHIOPIA

by

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ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education in Adult Education in the School of Education of Syracuse University, 1977

Approved: A. N. Charters

Date: July 11, 1977

Abstract

SOME CHARACTERISTICS AND MOTIVATIONAL PATTERNS OF UNIVERSITY CONTINUING EDUCATION PARTICIPANTS IN ETHIOPIA

The purposes of this investigation were: (1) to describe the personal, educational, occupational, social and other characteristics of adult students attending University Extension programs in Ethiopia, (2) to identify the patterns of reasons for participating in extension classes or programs, (3) to examine the extent of relationships between the groups of reasons identified and selected demographic and background variables of respondents, (4) to arrive at general characteristics and major reason for participation, and (5) to explore the implications of the study for teaching, program planning, counseling and present some observations relating to access.

The subjects of the investigation were adults attending University Extension classes on a part-time basis. Extension enrollees who were attending evening classes at the Main Campput and Engineering Extension Centers during the Fall Semester, 1975, filled out the instrument which consisted of demographic data and Reasons for Educational Participation (REP) items. The two-part survey instrument was filled anonymously in a group or class setting. A total of 847 usable questionnaires constituting a return rate of about 74 per cent were obtained and utilized in the analysis of data.

The total demographic profile of the subjects surveyed showed that university level continuing education programs in Ethiopia were largely provided to a restricted group of clientele. The University Extension participants were predominantly male, typically under thirty years of age and unmarried. Two out of three participants were graduates of general or special secondary schools. Occupationally, most were members of white-collar or high-echelon labor forces, working mainly in government operated or sponsored organizations and institutions. About one-half of the respondents (49.4%) had a total yearly income twenty or more times greater than that of the average citizen in the country. Approximately two-thirds of the enrolees paid all their tuition expenses without any agency or employer support. Some affiliations in social organizations were reported; however, membership ranged from about 29 per cent in recreational to 4 per cent in cultural type associations.

The reasons chosen by adult students attending extension classes were expected to factor into groups of reasons. After subjecting the REP responses to principal component analysis, six interpretable patterns of reasons comprising: (1) "Occupational Advancement," (2) "Desire for Sociability," (3) "Social Service Interest," (4) "Cognitive Interest," (5) "Personal Goal Achievement," and (6) "External Expectations" were identified.

The groups of reasons identified mainly reflected goal-oriented needs or desires directed at vocational growth and other advancements of a personal or social nature. Most of the reasons showed significant variations when they were related with selected demographic and background variables.

"Occupational Advancement" and "Cognitive Interest" reasons were found to be more significant among older respondents. Male respondents showed much more varied interest patterns than the female group. Diploma level respondents and those with lower total credits appeared to be greatly motivated by the "Desire for Sociability." Respondents enrolled in subjects such as education and social work showed a greater tendency to participate for "Social Service" and "Cognitive Interest" reasons. Respondents employed in government and para-statal agencies showed greater tendency to participate for "Sociability" and "Social Service" reasons. Respondents that were not subsidized, and those in lower income groups, showed a greater tendency to participate for motives such as "Social Service" and "Personal Goal Achievement."

If University Extension is to be of greater service to adults, the backgrounds and the needs and interests of the part-time students should not be ignored. Information relating to the demographic and other characteristics of the adult enrollees and the sort of reasons which influenced them to participate in University Extension classes is dealt with in the study. Implications of the findings for program

planning, teaching, and counselling are outlined, and some observations relating to flexibility of access to extension classes are indicated. Finally, to stimulate further investigations, problems or areas of research that should be focused upon are reported by way of recommendation.

Mic. # (in process)

THE NIGERIAN UNIVERSITY ADULT EDUCATION AND THE NIGERIAN NATIONAL DEVELOPMENT: THE OPINIONS OF FOUR SELECTED GROUPS

by

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ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education in the Graduate School of Syracuse University, December, 1977

Approved A. N. Charters

Date Sept. 14, 1977

ABSTRACT

The purposes of the study were five fold:

1. To identify the opinions of four selected groups--professors, readers, senior lecturers and chief education officers toward each of the 1975/76 session adult education program objectives in Nigerian universities' departments of adult and continuing education in terms of their relevance to the attainment of the third Nigerian national education development objectives.

2. To ascertain the differences in the opinions of the four selected groups toward the subsections of the 1975/76 session adult education program objectives.

3. To determine the differences in the opinions of the four selected groups toward the relevance of the adult education program objectives, with particular reference to their selected personal characteristics.

4. To identify the suggestions of the four selected groups, deans and heads of departments of adult and continuing education toward the program objectives that would make adult education more relevant to the attainment of the third Nigerian national education development objectives.

5. To provide the Nigerian universities and education policy makers with recommendations for making adult education objectives more relevant to the attainment of the third Nigerian national education development objectives.

The stratified random sampling was used for selecting the respondents. A table of random numbers was used. An opinionnaire and an interview schedule were the instruments used. The instruments were designed by the investigator. The Likert-type attitude scale was used. The content validity was ascertained on the basis of the opinions of the judges and the researcher. The reliability of the attitude scale used in this study was ascertained by the split-half method. The frequency counts, percentages, chi-square tests and Cramer's V correlation coefficient were the statistical methods employed for the analysis of the data. The level of significance was 0.05.

The findings of the study revealed that:

1. The four groups held the opinion that 50 out of the 60 objectives were relevant to the attainment of the third Nigerian national education development objectives.

2. There were significant differences among the opinions of the four groups on only six out of the 60 objectives.

3. When compared by age, nationality, years of experience and type of experience, the opinions of the four groups concerning the 60 objectives were significantly different on only four objectives respectively.

4. When compared by sex and institution, the opinions of the four groups concerning the 60 objectives were significantly different on only three objectives respectively.

5. When compared by department or school and experience, the opinions of the four groups concerning the 60 objectives were significantly different on nine and only two objectives respectively.

6. The respondents to the opinionnaire and the interviewees offered suggestions that would make the objectives more relevant to the attainment of the third Nigerian national education development objectives.

On the basis of the suggestions by the respondents and interviewees, the following recommendations were made by the investigator:

1. That a department of adult education should be established in the school of education of each university in Nigeria.

2. That the department of adult education should be mainly responsible for the training of adult educators at all levels and also for conducting research in the field of adult education.

3. That a university extension center should be established as an autonomous unit in each university in Nigeria.

4. That the university extension center should have the following units: continuing education unit, extra-mural unit and correspondent unit.

5. That the Nigerian governments through the ministries of education and local government boards of education should provide educational centers for Nigerian adults in the evening.

6. That the industry, business and voluntary agencies should provide educational centers for their employees or members.

Mic. # (in process)

AN EXAMINATION OF THE EDUCATIONAL OPPORTUNITY CENTER FUNCTIONING AS AN INFORMATION AND REFERRAL MECHANISM FOR THE CLIENTS

by

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ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Adult Education in the Graduate School of Syracuse University
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Date 5/7/79

ABSTRACT

The purpose of this study is to determine whether or not the Educational Opportunity Center (EOC) in Rochester, New York, can function as an information and referral mechanism for its clients, by providing referral to various educational, social, and other services beyond its own curriculum activities.

The National Standard for Information and Referral Service (NSIRS) as defined by United Way is adopted as a conceptual framework for assessing whether this particular EOC can function well as an information and referral mechanism.

The major contribution of this study is in the area of adult education and information science since it attempts to establish utilization of these two disciplines in relation to an information and referral service designed for disadvantaged clients. Another contribution of this investigation is that it can serve as a pilot study in the area of adult education where concepts of an information and referral service are not as yet adequately focused or discretely designed for disadvantaged clients.

The instrument for collecting data for this study was a semi-structured interview coupled with a critical incident technique which the author employed to verify the validity of the data collected. The instrument used for collecting

data for this study contributes to its uniqueness because neither adult education or information science has specific methodologies designed to gather data necessary for examining EOC type programs that have information and referral services for economically and culturally disadvantaged clients.

The method for collecting data in the study was through semi-structured interviews and observational notes intended to verify the validity of data collected. The data was attained from a representative sample of 20 percent of the clients who were selected on a random basis.

The results derived from this study indicate that, in many instances, EOC seems to perform many functions well when defined by National Standard for Information and Referral Service (NISIRS). For instance, even though it is almost conclusive that EOC does not have a directory file, which is one essential component needed in the case of NSIRS, it appears likely that some staff members within EOC have their own file which they use for such a purpose. The information of files by staff members could be used as a basis for a more general file.

Despite the lack of a directory file it is important to note that EOC has some of the other components which are essential in an information and referral service as defined by NSIRS. For instance, there is sufficient evidence that EOC staff does have the capability to interview clients and make an assessment of their need. It is also important to

note that EOC does meet the requirements of the third component, information giving, as a basic and direct provision of information to clients. Although EOC does not have a clearly defined component called follow up, it does engage in some activities that result in follow up as discussed. Finally, EOC does have a referral capability, even though not a structurally designed one, which meets this particular criterion of an NSIRS.

Even though the conclusion reached shows EOC has no information and referral mechanism for its clients, there is some potential of EOC becoming an information and referral mechanism, if the recommendations based on the guidelines suggested can be established.

In all likelihood, EOC could establish a central place which could serve as an information referral service. What now serves as the library seems to be the most ideal place for such an activity. The recommendations coming out of this study and the criteria set by the National Standard Information Referral Services could serve as a starting point.

The EOC could also develop a system of evaluating its activities. This could be done through voluntary help or special consultants. Such assistance could be aimed at the identification of actual and potential referral needs and functions. Towards implementation of these recommendations, there should be an information referral specialist who would coordinate their information referral service.

This specialist would establish an effective referral system to (1) reduce the communication lag between EOC and other referral agencies, (2) keep clients informed in social, political, and economic activities which could serve to further their interests, and (3) establish long-range goals aimed at reducing isolation and lack of coordination services rendered by community agencies.

 Mic. # (in process)

OBJECTIVES OF ALTERNATIVE GROUPS IN THE SOUTH CENTRAL TIER OF NEW YORK STATE: AN EXPLORATORY STUDY OF THE ALTERNATIVES MOVEMENT

by

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ABSTRACT OF DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Adult Education in the Graduate School of Syracuse University
August, 1979

Approved Warren L. Ziegler

Date July 21, 1979

Objectives and Methodology

The problem was to identify general objectives of alternative groups in the South Central tier of New York state in order to discover which goals are most important and what satisfaction has been achieved by members of the Alternatives Movement. The "alternatives" population consists of about fifteen hundred persons in thirty-four alternative education, work, and lifestyle groups from the cities of Ithaca and Binghamton; the villages of Candor, Enfield, Freeville, Trumansburg, Truxton, and West Danby.

Within the general membership of the Alternatives Movement can be found a core of approximately two hundred and fifty organizers, leaders, and facilitators that have founded groups, maintained group impetus, and provide direction. This study sampled the goal perceptions, preferences, and predictions of forty percent of these persons who have been active in alternatives for at least a year and in some instances, since the turn of the decade.

Alternative goals were collected from pertinent literature, and interviews with leaders in the field. The questionnaire, "Goals of Your Alternative Group," was developed with the help of a 15-member panel of experts employing three phases of the Delphi method. Part I of the research instrument consisted of 44 commonly expressed output (ends) and

support (means) goals. Respondents ranked each item in terms of actual, preferred, and predicted importance on a five-point scale ranging from "top importance" to "no importance." Part II of the questionnaire collected background data.

Returns and Analysis of Data

A response rate of forty percent resulted from the distribution of questionnaires during the summer and autumn of 1977. Besides responses from members of individual education, work, and lifestyle constituencies, answers from persons in any two or all three constituencies formed a fourth general "alternative mixed constituency."

Collected data was transformed into relevant information using statistical procedures of the mean, standard deviation, chi square, and rank-order correlation.

Findings and Recommendations

The thirty-four alternative groups that contribute to this study displayed unity of direction in moving away from oppressive forces in the dominant culture toward what they believe is, should be, and will be a more totally human world order.

Respondents believed that twelve goals are very important in one, two, or all three goal dimensions of all constituencies; and eighteen goals are of major importance in one, two or all three dimensions of one or other constituency. Together, therefore, a total of thirty alternative goals, that is,

two-thirds of the alternative goals inventory contained major goals held in common by all constituencies, or pursued by one or other specific constituency.

Six major goals in all three goal dimensions, namely, goals that are, should be, and will be receiving the greatest emphasis in the Alternatives Movement include: 1) feel free to voice concerns, 2) seek to empower people, 3) promote a free exchange of knowledge and skills, 4) oppose products and situations that are harmful, unsafe, or kill, 5) develop awareness of capability and responsibility for a just local and global community, and, 6) provide opportunities for new responsibilities and leadership skills.

Eleven goals of greatest importance in all three dimensions to one or other constituency were as follows: for education groups: 1) serve as a center to disseminate alternative ideas, 2) criticize beliefs and values constructively, 3) make available a wide variety of alternative resources, 4) help reshape unjust or defective institutions; for work groups: 1) avoid profiteering, 2) provide continuing work, 3) cooperate with others concerned about alternatives; for lifestyle groups: 1) provide growth opportunities with minimal social pressure, 2) promote alternative energy systems; for the mixed constituency: 1) produce emotionally mature persons, 2) keep costs down.

This study opens up the advisability of researching not only general and specific goals direction and goals achievement in alternatives, but also research into

successful strategies of alternatives in health maintenance, energy systems, land trustery, free university, and other programs that develop what many believe are more human ways to live, work, and learn together. The field of adult education will be enriched by attention to alternative programs evolving outside dominant culture patterns.

Mic. # (in process)

READING PREFERENCES OF ADULT NEW READERS: FUNCTIONAL VERSUS RECREATIONAL READING

by

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DISSERTATION

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Approved: Robert Laubach

Date: December 1979

ABSTRACT

The last decade has brought a sharp increase in public awareness of illiteracy in the United States, and in the number of programs designed to combat illiteracy. Although reading instruction is a major component of such programs, there has been little systematic attempt to identify reading content preferred by undereducated adults.

Both the professional literature and current practice emphasize the importance of functional reading--reading which imparts information directly related to the carrying out of one's daily activities. Yet research among the general adult population has shown recreational reading (especially fiction and biography) to be most popular. Limited studies among adult new readers have been flawed methodologically and have yielded conflicting results.

Two major questions were addressed in this study:

1. Do intermediate-level adult new readers (those reading at a fourth through sixth grade level) express a consistent preference for either functional or recreational reading?

2. Can intermediate-level adult new readers anticipate what they will prefer reading?

Sixty-five intermediate-level Adult Basic Education students in Syracuse, New York, participated in the study. They first rated titles of 20 reading materials, along with brief descriptions of the materials, as to their expected degree of liking for each one. They then read selected passages from

these materials and rated them again. The passages had been carefully selected so as to represent functional and recreational content areas, to appeal to an adult audience, and to measure below 5.5 on two readability formulas.

A *t* test with dependent observations revealed that on the basis of their reading of actual passages, these subjects did rate functional reading significantly higher than they rated recreational reading. However, subjects tended to rate all of the passages positively, and the absolute difference between mean functional and recreational ratings was small. There was evidence that preferences were not uniform among race, sex, and age subgroups; black students as a group expressed a particularly strong preference for functional materials, and there was a tendency for increasing age to be associated with a stronger functional preference.

These subjects were not well able to anticipate what they would like to read. For the 20 matched title-passage ratings, the median Pearson product-moment correlation was .18 (with a range of .42 to -.28). Pre-judgments tended to be more accurate for functional passages (median $\underline{r}$ = .25) than for recreational passages (median $\underline{r}$ = .06).

To the publisher and teacher concerned with supplying motivational materials for reading instruction, these results suggest that ABE students have a small preference for functional versus recreational reading but like both types. In themselves, these students' ratings would not appear to justify the current heavy emphasis on functional content.

However, the question of content cannot be considered apart from the broader issue of ABE program goals.

These results have two major implications for classroom practice. They suggest that when it comes to reading instruction, some subgroups of the ABE population are likely to benefit more from a strong functional emphasis than are others. And they suggest that traditional interest inventories are a potentially misleading indicator of reading preference and hence of reading enjoyment.

Several follow-up studies are needed to extend this research. These would explore: the relationship between preferred content and reading achievement among ABE students; the differing preferences of age, sex, and ethnic subgroups; a practical, reliable assessment tool for determining students' reading preferences; preferred content areas within the overall functional and recreational categories; and the preferences of adult beginning readers.